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COUNCIL OF EDUCATION NUMBER

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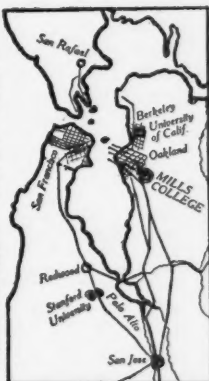


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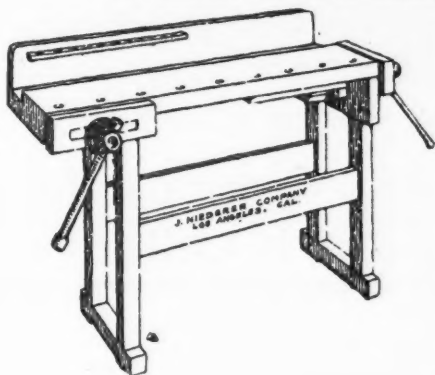
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## A KING

Was ever a throne like this gray rock?  
Were ever a crown and a robe of state  
As easy to wear as this ragged coat,  
And the cap that sits on my lazy pate?

Was ever a dome like Heaven's blue?  
Was ever a gleaming, flashing gem  
Like the glint of plumage of yonder birds?  
And what are power and gold to them?

Ah! the wind is good and the sun is good,  
And the perfume of orange trees down below;  
The mountains rest true in majestic strength,  
And each haughty peak wears its crown of  
snow.

Oh! I'm naught but a beggar out there in the world,  
But I hold the Joy of Life in my hand;  
The powers of Body and Soul are mine,  
And I am King of the Beautiful Land.

—Beatrice Partridge Wilmans.



# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

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Vol. VI.

OCTOBER, 1910

No. 8.

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Published by the California Council of Education

at

50 Main Street, San Francisco, California

L. E. ARMSTRONG . . . . . Editor and Manager

Advisory Editorial Board: Dr. A. F. Lange, Mark Keppel, C. L. McLane, Jas. A. Barr, W. M. Mackay

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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under  
Act of Congress, March 3, 1879

Subscription, \$1.50 per Year      15 Cents a Copy

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## Editorial Comment

L. E. ARMSTRONG

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### COUNCIL OF EDUCATION NUMBER

We are glad to devote this number of the NEWS to the work of the California Council of Education. At the meeting of the Council in San Francisco, on the first of October, several reports were presented and approved, which closely touch the professional and material interests of the teachers of California. We have two reasons for asking our readers to make a careful study of these reports. In the first place, we want the teachers of the State to know definitely as to the efforts being put forth in their behalf, so that they may render intelligent assistance all along the line. And, secondly, a knowledge of these reports is desirable because they will be presented to the teachers at the coming meetings of the four associations for approval, amendment or rejection. In order that the Council may truly know the wishes of the teachers in all these matters, that body has requested the presidents of the several associations to devote one session to the careful consideration of these reports. So we would suggest that you keep this number within easy reach and take it with you when you leave for the meeting at Redding, Los Angeles, Berkeley or Fresno.

## A GREATER CALIFORNIA TEACHERS' ASSOCIATION

The report of the Committee on Incorporation is a significant document. It marks a great step forward in the educational development of California. Its final adoption will crystallize a sentiment long cherished by many earnest friends of education in this State. This report means (if adopted) that we shall have one great California Teachers' Association covering the entire State. The four associations now existing will become sections of the new body. As heretofore each section will control its own local affairs, contending in generous rivalry with the other sections to best serve the needs of its own members. But in the issues that are state-wide, the California Council of Education, representing all the sections, will be cheerfully given full control.

Now that we are in sight of the goal we may well congratulate ourselves that our loyalty to the ideal of a great united teaching body in California, coupled with clear-sighted, constructive effort, has led us step by step to the formation of this report. The problem was a difficult one. Many despaired of its solution. But faith is passing into sight. The fine spirit of trustful co-operation which has made this movement for union possible is the surest token of ultimate success in all future problems demanding a state-wide front.

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## BETTER TENURE

In some school districts in California the idea prevails that a change of teachers every year is truly democratic and hence praiseworthy. Our present law terminating all teachers' contracts on the thirtieth of June tends to support this mischievous belief. Since many boards of trustees, especially of rural districts, do not elect teachers until July, a teacher not re-elected stands slight chance of securing a position for the coming year. Oftentimes a teacher away on her vacation receives word the middle of July that another has been chosen in her stead. If teachers are to be released, simple justice demands that they be informed in time to make other plans. As the law stands it tends to make teachers victims of the deplorable habit of procrastination. The reverse English should be applied so as to make the teacher the beneficiary instead of the victim of this human weakness. It will readily be seen that this is the objective in the report of the Committee on Better Tenure. By requiring trustees

to give notice by the first of June, under penalty of automatic re-election, the teacher will be properly protected.

There is a false notion among some teachers that trustees should not have the power to dismiss without formal proceedings. There would be no surer way of blocking the wheels of progress! Be it ever remembered that the schools are a part of the life of the people, and that the effectiveness of the school depends largely upon its responsiveness to the community. While we should be glad to require the approval of the county superintendent to render valid all contracts with teachers, we believe that the best interests of the schools demand tenure during efficiency, and no further; and that the fact of efficiency should be determined by the trustees. When a board of trustees reaches the conclusion that a teacher is not rendering efficient service, it is not only their right but their duty to make a change. The schools are for the children, and the trustees are the stewards of this sacred trust.

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#### RETIREMENT SALARIES

The questions of tenure and pensions are necessarily associated. For as surely as day follows day, all teachers must approach that point in their life-work where efficient service becomes impossible. We believe strongly in firm tenure during efficiency. Life tenure may be justifiable in rare cases to prevent a school system being made the football of politics; but only as a choice of evils. What, then, shall be done when teachers can no longer serve acceptably? Shall they be turned out to die?

There can be little doubt that sane, just and effective retirement of teachers can be secured only through some plan of pensioning. It is contrary to human nature to expect school officers to eliminate teachers who have grown old and broken in the service, as if they were simply discarded and obsolete parts of machinery. Yet these worn-out teachers should be removed, because the child is the objective in education. His interests and the welfare of the state demand that he be taught effectively. The state owes it to itself and the child that he be safeguarded against incompetence. It is easily demonstrable that in the long run the pensioning of worn-out teachers will be a matter of economy to the state. Would it not be far better educationally to retire a hundred

teachers annually on half pay than to have them render unsatisfactory service on full pay?

The report of the Committee on Retirement Salaries deserves careful consideration. We believe that the plan outlined is just and feasible, and that it should and will receive the active support not only of teachers but of citizens generally. We suggest that teachers everywhere present the cause to their neighbors, friends and patrons. With united effort, based upon the main argument of increased efficiency of the school system of California, there is a strong probability that the next legislature will place a state-wide pension plan upon the statute books. Get busy in the good work.

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### AN EPOCH MAKING BILL

School people throughout the country have been talking for some years concerning the need of industrial education. It has remained for the California Commission on Industrial Education, under the chairmanship of Col. Harris Weinstock, to present a thorough-going scheme of industrial education at the expense of the State. The clear-cut recommendations of this report bring matters to a head, thereby giving definite direction to further discussion. We have in this report a good tentative plan, and Col. Weinstock in behalf of the commission hereby invites from the teachers of the State their criticisms and suggestions. The commission is breaking new ground and desires assistance to the end that it may present the best possible bill at the next session of the legislature. Col. Weinstock as chairman of the Commission asks that all helpful criticisms be sent promptly to him at 19 Presidio Terrace, San Francisco.

It may truly be said that this plan of making industrial education an integral, organic part of elementary and secondary instruction in California is the most fundamental and far-reaching scheme yet presented in America. No doubt this plan will take away the breath of some of the conservatives. Its adoption in this State would mark the beginning of an era—the era of the hand as one of the indispensable agents in education. The plan is essentially American in that it does not look toward social stratification in the form of trade schools, but rather toward the gradual motorization of all school work. Its adoption would result in

raising the general level of physical efficiency and industrial worth. By reason of increased motorization in all lines as a result of this plan, we believe that its adoption would strengthen all that is really worth while in the traditional courses in grammar grades and high school.

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### COMING EDUCATIONAL MEETINGS

Three of the teachers' associations of California have settled upon the time and place of their annual meetings. The Northern California Teachers' Association will hold its meeting at Redding, November 14th-16th. The Southern California Teachers' Association will meet at Los Angeles the week preceding Christmas. The California Teachers' Association will hold its meeting in Berkeley, December 27th-30th. Strong, attractive programs will be presented at all these meetings, and it is to be expected that several thousand teachers will attend. These opportunities for professional improvement and social stimulus are made possible only through wise co-operation.

It may be gratifying to California teachers to know that at a meeting of officers of state associations in Boston last July, it was freely acknowledged that the teachers' associations of California are leading the country in the services rendered their members. The present membership of our four associations totals eight thousand. We confidently expect ten thousand teachers to enroll for the coming meetings and the important work that lies beyond.

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### A NEW PRESIDENT AT CHICO

At a meeting of the board of trustees of the Chico Normal held in Sacramento on October 4th, Allison Ware, formerly of the San Francisco Normal, was elected president. By reason of his marked ability as an institute worker, Mr. Ware is well known to the teachers of the State. His recent campaign for the nomination for superintendent of public instruction on the progressive Republican ticket brought him prominently before the people. In fact the energy and ability shown in his clean, strong fight for the nomination marked him as a good man for the position when the vacancy came at Chico.

While we have been disposed at times to deprecate a somewhat iconoclastic spirit in the new president, we believe that the burden of

responsibility will prove a sufficient corrective. In any event, better a noble discontent than smug complacency with present educational practices and beliefs! There is something to be said, however, in behalf of a state system that can produce a normal president. For Mr. Ware is a native son, a graduate of the University of California, and is the first native of the State to be chosen president of one of her normal schools. He is facing a difficult problem at Chico, one that calls for patience as well as ability, for forbearance as well as constructive effort. There can be no doubt as to Mr. Ware's ability, sincerity and integrity. We believe that his success will depend largely upon his ability to make haste slowly. We extend to him our best wishes for a successful administration.

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### IN THE CRADLE OF THE DEEP

As the editor makes his peregrinations among the institutes to tell the faithful of educational policies and opportunities, more and more is he impressed with the bigness, the beauty, the productiveness, the variety of our wonderful State. It was reserved for this fall, however, for the wanderer to discover for himself that we have a great pulsing ocean on our borders, an ocean that is quite as beautiful and fully as versatile as Queen California herself.

Perhaps the most stimulating experience of the year was the trip by boat to the Humboldt county institute at Eureka. On the going trip from San Francisco, we faced a strong "nor'-wester" nearly all the way up. By chopping the ocean into mountains and valleys, the wind added considerably to the distance traveled by each sufferer in his weary berth. And when we lay in the trough of the sea for an hour, while the engineer overhauled the machinery, we concluded that it is sometimes a mistake to be over-retentive. So with a sigh we gave up the ghost of a light early luncheon, and found peace or something more nearly approaching it. We know of nothing better for a torpid liver than a voyage to Eureka.

But the return trip was delightful. The Pacific was apparently trying to make amends. We crossed Humboldt Bar in a deepening fog, while the steamer bellowed her way between hoarse buoys and clamorous bells. The quartermaster threw the lead repeatedly and sang



out each time, "By the mark five"—"A quarter less six," etc. Truly it was a novel experience for a landlubber. The next morning while off Point Reyes the big back of a whale arched itself into plain view three hundred yards away. The denizens of the deep were disporting themselves while the smile of God was upon the waters. On a summer's sea we went on through the sparkling Golden Gate and found safe anchorage by the city of the Franciscans, the present-day saints of the West.

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MY CARES AND FEARS

The little cares that fretted me,  
I lost them yesterday  
Among the fields above the sea,  
Among the winds at play;  
Among the lowing of the herds,  
The rustling of the trees,  
Among the singing of the birds,  
The humming of the bees.

The foolish fears of what might happen  
I cast them all away  
Among the clover-scented grass,  
Among the new-mown hay;  
Among the husking of the corn,  
Where drowsy poppies nod,  
Where ill thoughts die and good are born  
Out in the fields with God.

ELIZABETH B. BROWNING.

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SCHOOLS PROGRESSING

Our public schools are rapidly becoming practical training-schools for practical people, instead of literary academies for supposed future ladies and gentlemen of the leisure class. The situation is most encouraging.—  
*The Pathfinder.*

## REPORT OF THE COMMITTEE ON INCORPORATION

We, your committee on incorporation, would report the following By-Laws, only slightly modified from those of the present California Teachers' Association, for the government of the proposed Association:

### BY-LAWS

#### ARTICLE I

NAME. The name of the corporation shall be the California Teachers' Association.

#### ARTICLE II

CORPORATE POWERS. The corporate powers of this Association shall be vested in a Board of nine Directors, who shall be holders in their own names of membership certificates in the said Association. Five shall constitute a quorum for the transaction of business, provided, that an affirmative vote of five members shall be necessary to carry any measure; and provided further, that in the event of a failure of five (5) of those present to agree on any measure, the Secretary shall notify the absent members of the nature of the question at issue and their votes may be sent by mail and the question settled at the next regular or special meeting of the Board.

#### ARTICLE III

ELECTION OF DIRECTORS. The Directors shall be elected by ballot annually in the manner hereinafter provided, on the second Saturday in April of each year, at such place as may be determined upon by the Board of Directors. Their terms of office shall begin on the day of their election and continue for one year until their successors are duly elected.

#### ARTICLE IV

VACANCIES. Vacancies in the Board of Directors shall result from death, removal from the State, resignation, lapse of membership, expulsion of a Director through failure to attend one-half of the meetings of the Board each year, or absence of a Director from three successive meetings, unless excused by the Board of Directors.

The Board of Directors shall have power to fill a vacancy in the said Board.

#### ARTICLE V

POWERS OF DIRECTORS. The Directors shall have power:

First. To call special meetings of the representatives or of the Association when they deem it necessary.

Second. To appoint and remove, at pleasure, all officers, agents and employees of the Board, prescribe their duties, fix their compensation, except for Directors, and require from them security for faithful service.

Third. To conduct, manage and control the affairs and business of the Association, and to make rules and regulations, not inconsistent

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REPORT OF COMMITTEE ON INCORPORATION

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with the laws of California, or the By-Laws of this Association, for the guidance of the officers and management of the affairs of the Association.

Fourth. To incur indebtedness not to exceed one thousand (\$1,000) dollars in amount, provided that by two-thirds vote of the membership, the Directors may be authorized to incur an indebtedness not to exceed fifty thousand (\$50,000) dollars in amount. The terms and amount of such indebtedness shall be entered on the minutes of the Board.

Fifth. To create sections of the California Teachers' Association, with such geographical boundaries as to membership as shall from time to time be determined by the Board of Directors; provided, however, that the Teachers' Associations now known as the Northern California Teachers' Association, California Teachers' Association, Central California Teachers' Association, and Southern California Teachers' Association, shall become sections of this Association at such time as the members thereof shall become members of this Association, and such sections are authorized to continue under their present government in so far as it does not conflict with these By-Laws. The sections so established, and sections hereafter created, are to be governed by and be subject to and exist under the provisions of these By-Laws.

ARTICLE VI

DUTIES OF DIRECTORS. It shall be the duty of the Directors:

First. To cause to be kept a complete record of all their minutes and acts, and of the proceedings of the Association, and to present a full statement at the regular annual meeting of the representatives and the sections, showing in detail the assets and liabilities of the Association, and generally the condition of its affairs. A similar statement shall be presented at any other meeting of the Association or representatives when requested by one-third of the representatives.

Second. To add all surplus profits or surplus funds to the common property or permanent funds of the Association until in their judgment no additions to the permanent funds are desirable, in which case they shall, in their judgment, declare dividends in accordance with law.

Third. To supervise all officers, agents, and employees, and see that their duties are properly performed.

Fourth. To fill vacancies in the Board of Directors.

Fifth. To make all necessary arrangements for the meetings of the representatives and to determine the time and place for holding such meetings. The annual meeting of representatives shall be held on the second Saturday in April, unless by vote of the representatives of the Association it is directed otherwise.

Sixth. To take complete charge of all funds and business of the Association, except such as pertains only to sections of this Association, and to manage the same under the direction of the representatives.

### ARTICLE VII

**OFFICERS.** The officers of the Association shall be a President, Vice-President, Secretary and Treasurer, who shall be chosen by and from the Directors, except the Secretary and Treasurer, who may or may not be Directors. These officers shall be chosen each year by the Directors at their annual meeting.

The officers of each section of the Association shall be chosen by and be under the direction of the section choosing them.

### ARTICLE VIII

**PRESIDENT.** The President or, in his absence, the Vice-President, or person designated by the Board of Directors:

First. Shall preside over all meetings of the representatives and Directors, and shall have the casting vote.

Second. Shall sign, as President, all contracts and other instruments of writing which have been first approved by the Board of Directors, and shall countersign all checks drawn upon the Treasurer.

Third. Shall call the Directors or representatives together whenever he deems it necessary or is requested to do so by three Directors, and shall have, subject to the advice of the Directors, direction of the affairs of the Association, and generally discharge such other duties as may be required of him by the By-Laws of the Association.

Fourth. Shall cause sufficient notice of meetings of the Board and of representatives to be sent to each Director or representative by sending a written or printed notice to the last known place of business or of residence of each Director or representative at least seven days before the time of meeting.

Fifth. Shall keep the blank numbered certificates of membership and issue the same to the Secretary, taking a receipt therefor.

Sixth. Shall have sole charge of the preparation of the program for meetings under his direction and generally direct the affairs of the Association.

### ARTICLE IX

**SECRETARY.** It shall be the duty of the Secretary:

First. To keep a record of the proceedings of the Board of Directors, of the representatives, and of the Association.

Second. To keep the corporate seal of the Association, fill out and countersign all certificates of membership issued, and affix the corporate seal to all papers requiring a seal.

Third. To keep proper account books, receive all membership fees and deposit with the Treasurer, draw all checks upon the Treasurer, publish annually such of the educational and business proceedings of the Association and representatives as directed by the Board of Directors.

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## REPORT OF COMMITTEE ON INCORPORATION

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Fourth. To serve all notices required either by law or by these By-Laws, and in case of his absence, inability, neglect or refusal to do so, then such notices may be served by any person thereunto directed by the President or Vice-President of the Association.

Fifth. To discharge such other duties as pertain to his office, to act as general manager of the Association, under the direction of the President, and in accordance with rules laid down by the Board of Directors.

### ARTICLE X

THE TREASURER. The Treasurer shall receive and keep all the funds of the Association and pay them out only on the check of the Association, signed by the Secretary and countersigned by the President.

He shall furnish such bonds as the Board of Directors require and be subject to their direction in all matters relating to the funds of the Association.

### ARTICLE XI

#### REPRESENTATIVES.

Each section of this Association shall, at the annual meeting thereof, elect by ballot representatives, each of whom shall be a member of the Association in good standing. The representation of each section shall consist of the President and Secretary of the section and such number of additional representatives as may from time to time be unanimously agreed upon by the several sections of the Association, provided that until further agreement, each section shall be represented by (in addition to the President and Secretary) one representative for each three hundred members of the section or major fraction thereof. Vacancies in the representation of any section shall be filled in such manner as may be determined upon by the section.

### ARTICLE XII

#### POWERS AND DUTIES OF REPRESENTATIVES.

First. The representatives at their annual meeting herein provided for shall elect by ballot the Board of Directors of this Association; and may by ballot select the officers of said Association provided for in Article VII, such selection, however, to be solely advisory to the Board of Directors.

Second. They shall hold their annual meeting as herein provided for and such other meetings as may from time to time be determined by the representatives or the Board of Directors or the President.

Third. They shall have power to advise the Board of Directors in all matters; and to recommend and adopt educational policies, and activities which shall be pursued by the Association.

### ARTICLE XIII

BOOKS AND PAPERS. The books and such papers as may be placed on file by the vote of the Association or Directors shall, at all

times, in business hours, be subject to the inspection of the Board of Directors or any member of the Association.

#### ARTICLE XIV

**MEMBERS AND MEMBERSHIP FEE.** Any teacher, principal, or superintendent of schools, or any other person in any way connected with, or interested in, educational work, may become a member of this Association by paying the membership fee, and procuring the membership certificate hereinafter provided for.

The annual membership fee shall be one dollar, payable after the first day of January of each year, upon the demand of the Secretary of the section to which a member is affiliated. A life certificate of membership, exempt from all dues and fees, except as provided by law, shall be given to a member who has paid his membership fee yearly for twenty consecutive years, or fifteen years in advance.

Membership in the California Teachers' Association shall entitle a member to voting privileges only in the section to which the member is affiliated geographically, and to all other privileges in any and all sections. Any member changing residence may transfer membership to the proper section.

The membership fee shall be divided between the treasury of the section and the treasury of the California Teachers' Association by vote of the representatives, provided that until further action is taken by the representatives, sixty per cent of all membership fees shall be paid to the treasury of the California Teachers' Association, the remainder to be paid to the treasury of the section. The collection of membership fees and issuance of certificates of membership shall be made through the Secretary of each section by or under the direction of the Secretary of the California Teachers' Association.

#### ARTICLE XV

**CERTIFICATES OF MEMBERSHIP.** The chief purposes of the Association are not financial, therefore no transfer of certificates of membership shall be authorized or allowed, and membership in the Association shall cease upon the resignation or death of a member, or whenever a demand is made for the annual membership fee, due on the first day of January of each year, for the current year, and it is not paid, provided that without such demand the fee must be paid not later than noon on the second day of the annual meeting of any section, or membership will lapse.

#### ARTICLE XVI

**MODE OF CONDUCTING ELECTIONS.** At the election of officers no nominating speeches shall be allowed. Voting shall be by ballot, excepting when there is but one candidate for an office the Secretary may be directed to cast the ballot for the candidate.



## ARTICLE XVII

### GOVERNMENT OF SECTIONS.

One. At each annual meeting of the sections of this Association there shall be elected by vote of the members by ballot, the representatives provided for by these By-Laws, provided that upon motion any section may authorize the Secretary thereof to cast the ballot for the section.

Two. Membership fees and certificates of membership shall be governed by the provisions of these By-Laws.

Three. Each section shall be governed by its own Constitution and By-Laws provided they shall not conflict with the provisions of these By-Laws or the laws of the State of California.

## ARTICLE XVIII

AMENDMENTS. These By-Laws may be altered or amended by a two-thirds vote of the Board of Directors or by a two-thirds vote of all members voting at regular meetings of the several sections of this Association, provided that the proposed amendments, if to be adopted by the members, shall have been presented to each section at least one day previous to the voting upon it by that section.

The Board of Directors may also provide a system of proposing amendments to the members and receiving their written ballots by mail, provided that such proposed amendments must be mailed to all members not less than 15 days before the date established for the closing of the ballot, and a majority vote of all members shall be required for the adoption of such amendments.

## ARTICLE XIX

These By-Laws shall be and become operative on the first day of October, 1911.

E. MORRIS COX, Chairman.

E. W. LINDSAY.

DELIA D. FISH.

J. A. CRANSTON.

DUNCAN MACKINNON.

L. E. ARMSTRONG.

## WHERE WAS JOHN?

A San Francisco woman whose husband had been dead some years went to a medium, who produced the spirit of her dead husband.

"My dear John," said the widow to the spirit, "are you happy now?"

"I am very happy," John replied.

"Happier than you were on earth with me?" she asked.

"Yes," was the answer; "I am far happier now than I was on earth with you."

"Tell me, John, what is it like in heaven?"

"Heaven!" said John. "I'm not in heaven."—*Lippincott's*.

## ADVICE TO STUDENTS

DR. BENJ. IDE WHEELER

President University of California

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THE purpose of getting an education is to escape slavery. A slave is a piece of machinery. A piece of machinery serves the purposes of anybody who knows how to make it go. It does not know why it is moving or what it is doing. We can not ever expect totally to escape slavery; habits and prejudices and ignorance, do the best we will, must always leave part of our action mechanical, but the purpose of education is to wrest the field of action as far as we may, from blindness, and bring it under the sovereignty of enlightened reason. This conquest is achieved, in first instance, by learning to know the cylinders and gearing of the inner self and establishing one's seat at the wheel; and, in the second instance, by learning to judge for one's self the directions and the ways in the outer world of man and nature which surrounds us. We shall never learn all or any part of the detail of that world about us and must often have recourse to maps, but we must learn how to use the maps, and how to interpret them, how they are made, what their limitations are, and how to supplement them. He is still a pitiable slave who, knowing not where he is going, nor how to find out, knows only that he's on the way.

It is ignorance first of all that makes them slaves, and it is against ignorance that education has its foremost warfare. An educated man must know how the phenomena of the world about him come to be, or be prepared to understand. As concerns human institutions he must understand or be prepared to understand how their phenomena are historically conditioned; as concerns those of nature, he must understand their laws. Knowledge in one field of human institutions prepares a man readily to understand in others; training in one natural science almost always carries with it preparedness to understand another, and to a certain extent also each of the two great branches of study helps to the appreciation of the other. But in the fundamental training both should have their place. Understanding of the method of various representative sciences and mastery of one should be the standard of endeavor.

Education means furthermore liberation from prejudice. A man whose action can be guided by an allusion to a race or the shouting

of a party name or shibboleth has merely responded to an external stimulus, like a machine or a starfish, and is not an educated man. He is an easy slave to the demagogue and the trickster.

An educated man will not be swayed by clamor or moved by gossip and rumor. Human herds sometimes stampede like cattle, but one chief reason why we are taking pains to educate men is to eliminate the stampede. When the human units come to base their action on sifted and assorted facts and deliberate judgments, the human stampede will vanish, and even if we can not reach more than a few of these human units, these will tend to hold the mass. This is at least half of what we mean by educated leadership in the republic. One of the chief dangers of the republic is the stampede. Its chief hope and safeguard looking to the future is the body of 200,000 students occupied to-day in its colleges and universities.

An educated man having learned how to base action upon well-ascertained facts assembled in the light of history and law will not easily surrender his supreme right of rational judgment and submit to dictation and take orders when executing an office wherein he is presumed to be an independent judging personality. As a historical student he will appreciate the need of co-operation and corporate action in human efforts; he will also respect the value of established organizations and institutions under which the individual preference must yield to the interests of the larger unit, but he will at least insist upon being a constituent member of the organization whose decisions he forwards and not a mere physical mass accepting its dictation. An educated man can not be, if true to his calling, a mere tool; he may join in action, but he can not merely take program, and cast his vote after the manner of a phonograph; and the reason for this is that after having once experienced the high satisfaction of framing judgments in the pure light of facts and been a freeman it will not be easy for a man to revert and accept the position of a slave.

The educated man must be expected instinctively to protest against all unreason, against all violent and arbitrary procedure, and against all suggestion of doing things or giving things for no good reason. "Exchanging favors" and "using influence" represents the doing of things for false reasons. To get by influence and favor a position one has not earned or

deserved will not appeal to the taste of a man trained in reason and reasonableness. Exchanging votes, as in the case of voting for a man's measure in consideration of his voting for yours, represents a trade in incommensurable quantities and is arbitrary and unreasonable; but, what is worse, it involves the obtaining of a private favor at a public cost —and public and private must be kept sacredly apart and incommensurable.

Be genuine. Do things for genuine reasons. Act genuine. Don't try to be what you are not. Think straight. Act straight. Be straight. Don't try to win the game of life by dealing in incommensurable quantities. Don't try to win your place in life by twisting and zigzagging, by evading issues and avoiding unpopularity. Go where conviction leads and when you have got there, stay there.

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NIGHT

ELIZABETH A. EVERETT

Berkeley, California

Night with her star-wrought robe, its broidered hem  
Still trailing o'er the hills whence first her feet  
Arose in silence, treads once more the broad  
And boundless pathway over which so oft  
Her feet have wandered countless dewy eves.  
How many unmarked eons has she trod  
The pathless blue; how many circling suns  
Have followed her; how many races, like  
To wind-blown torches has she watched decline,  
Waver and pass into the darkness, void  
Of promise, save some spark which, flung  
Across the space, gloom-hidden, struck ere quenched,  
And kindled and was carried flickering down  
The changing vistas of the years.

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RUNS IN THE FAMILY

Mr. Agile (to Mr. Stoutman, running for a car):—"Hallo, old boy! I thought you were too lazy to run like that."

Mr. Stoutman (languidly)—"Easily explained, my dear boy; laziness runs in our family."—*Lippincott's*.

## REPORT OF THE COMMITTEE ON RETIREMENT SALARIES

Whereas the various teachers' associations have expressed their approval of legislation designed to establish a system of retirement salaries which shall be state-wide, which shall embrace every part of the school system, and which shall be without assessment or compulsory insurance features, your committee has deemed it wise to attempt a draft of such legislation and herewith presents this draft as its preliminary report.

### AN ACT TO PROVIDE FOR RETIREMENT SALARIES FOR PUBLIC SCHOOL TEACHERS OF THIS STATE, AND TO PROVIDE FOR THE REVENUE THEREFOR

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*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. A fund is hereby created, to be known as the Public School Teachers' Retirement Salary Fund of California. So much of the taxes collected under the succession and inheritance tax acts of this State, and not specifically appropriated to the uses of the State School Fund, as may be necessary to provide for the retirement salaries specified in sections three and four, shall constitute this fund.

SEC. 2. The superintendent of public instruction shall each year determine, from reports made to him by county and city superintendents, the amount that will be needed for the following fiscal year to pay the said retirement salaries, and shall report the same to the state controller, annually, between the 10th day of August and the 1st day of September. This amount the state controller shall certify to the state treasurer, who shall pay said retirement salaries upon warrants properly drawn by the superintendent of public instruction.

SEC. 3. Any public school teacher who shall have reached the age of sixty and who shall have served, on a legal teacher's certificate, as teacher or superintendent, or partly as teacher and partly as superintendent or supervising executive or educational administrator, for at least thirty years, at least twenty of which shall have been in the public schools of the State, including the last ten years preceding retirement, or any public school teacher who shall have served as just specified for at least thirty-five years, connected from the twentieth year of age forward, at least thirty of which years of service shall have been in the public schools of this State, including the last ten years preceding retirement, shall be entitled to receive upon retirement after such service a retirement salary, payable quarterly, which salary shall be equal to one and one-half per cent of the average salary of the last ten years of service multiplied by the total number of years of service; provided that the terms "ten years" as

used in this act shall not be construed as meaning ten consecutive years, and that, on the other hand, the interruptions of service during this period, however caused, shall not exceed a total of three years; and provided further, that the terms "public schools" shall be construed, for the purposes of this act, as meaning all schools supported, partly or wholly by public funds and subject to county or city or city and county or state control; and provided further, that the above requirement of a legal teacher's certificate for the full thirty years shall not apply to those who entered the public school service of this State, prior to the passage of this act, except that no person shall be entitled to receive said retirement salary who is not the holder of such a legal teacher's certificate at the time of retirement.

SEC. 4. Any public school teacher, as described in section one, who shall have served, on a legal teacher's certificate, for at least twenty years, in the public schools of this State and who shall, by reason of bodily or mental infirmity, have become incapacitated for further service, shall be entitled to receive during the period of such disability, a retirement salary, payable quarterly, equal to one and one-half per cent of the average salary of the last ten years immediately preceding retirement, multiplied by the total number of years of service, provided application for such retirement salary is made within one year after the last month of service; provided, however, that the above requirement of a legal teacher's certificate for the full twenty years shall not apply to those who entered the public school service of California before the passage of this act, except that no person shall be entitled to receive a retirement salary who is not the holder of such a legal teacher's certificate at the time of becoming so incapacitated.

SEC. 5. If any teacher retired under the provision of section four of this act shall be re-employed in any public or private school of this or any other State, his or her retirement salary shall cease, and in case such teacher qualified for a retirement salary under section three of this act, the retirement salary received already by such teacher under section four shall be deducted year by year in the amounts originally received.

If any teacher retired under section three of this act shall be re-employed in any public or private school of this or any other State his or her retirement salary shall cease.

SEC. 6. No one shall be permitted to draw from the State, directly or indirectly, more than one retirement salary. This act shall not be so construed, however, as to prevent local communities from increasing the retirement salary received from the State.

SEC. 7. The State Board of Education shall define in detail the periods of service specified in this act, and shall make all needful regulations for the method or methods of applying for and drawing said retirement salaries, and for the method or methods of determining the eligibility



of each applicant under either of the preceding sections, and the amount of the retirement salary under the provisions of this act.

SEC. 8. The minimum retirement salary for teachers retiring under section three shall not be less than \$500; nor shall the maximum for teachers retiring under section three or section four be more than \$1,200.

SEC. 9. This act shall take effect immediately.

ALEXIS F. LANGE, *Chairman.*

HUGH J. BALDWIN.

C. L. McLANE.

ALFRED RONCOVIERI.

HELEN E. MATTHEWSON.

ANNA M. WIEBALK.

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### THE BOY SCOUTS

About two and a half years ago General Baden-Powell organized the Boy Scouts of Great Britain. Now there are several hundred thousand members. The object of the scheme, in the words of the founder, "is to seize the boy's character in the red-hot stage of enthusiasm and to weld it into the right shape and encourage and develop its individuality, so that the boy may become a good man, and a valuable citizen for our country." There are nine points in the Scout's law.

1. The Scout's honor is to be trusted.
2. A Scout is loyal.
3. A Scout must try to do a good turn to somebody every day.
4. A Scout is a friend to all.
5. A Scout must be courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders of his parents and other proper authorities.
8. A Scout is cheerful.
9. A Scout is thrifty.

The influence of this movement in developing manliness in boys has been profound. Scouts are forbidden to accept tips, a prohibition which will go far toward destroying servility. In general it may be said that The Boy Scouts are developing the true spirit of chivalry.

Ernest Seton Thompson was a prime factor in this movement and he has organized the Boy Scouts of America, with headquarters at 124 East Twenty-eighth street, New York, where full particulars regarding the movement may be had. It is peace scouting that is emphasized, but the virtues of discipline, obedience, neatness, and order are inculcated with that vigor and thoroughness characteristic of good military training.—*Exchange.*

## A TENTATIVE INDUSTRIAL EDUCATION BILL

COL. HARRIS WEINSTOCK

Chairman Commission on Industrial Education

SECTION 1. Special and technical training may be given in the mechanical arts, industrial trades, agricultural and horticultural pursuits, and domestic science, in the grammar grades of the elementary schools and in the secondary schools of this state.

SEC. 2. Departments for instruction in the subjects mentioned in Section 1 may be established whenever the parents, or guardians, or persons having the legal custody of ten or more boys or ten or more girls of school age according to the last census, that are attending school in any district in the grammar or any higher grades, shall petition the governing body thereof to establish one or more departments for special instruction in any or all of the subjects mentioned in Section 1. Said petition shall state the number and the names and the ages of pupils desiring instruction in any of said departments.

Upon said petition being filed with the clerk or secretary of the governing body the president thereof shall fix a time, not less than five days nor more than ten days from the filing of such petition for hearing the same and give notice thereof for at least five days by posting in three public places in the district, one of which must be at the school-house.

SEC. 3. At the time stated in said notice the governing body of the district shall hear the petition and consider any remonstrances thereto and decide whether or not said department or departments shall be established. If such department or departments be ordered established, the clerk or secretary of the board shall transmit to the superintendent of schools having jurisdiction of the district all petitions, remonstrances, and other papers, together with a statement of facts alleged or proven, relating thereto.

SEC. 4. Should the county superintendent of schools approve the establishment of such department in any school in said district, said department or departments shall be deemed as established in said district.

It shall be within the power and it shall be the duty of the county superintendent to consolidate, when he shall deem the same advisable, two or more school districts into a union district for the purpose of the establishment of one or more of such departments of manual, vocational, agricultural, horticultural, domestic science and domestic art training, but for all other purposes such districts shall remain separate and distinct.

Such departments to be in charge of specially trained teachers.

SEC. 5. The superintendent of schools of each county shall on or before the 1st day of August of each year report to the superintendent of public instruction the number of districts over which he has jurisdiction, in which one or more departments have been established,

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## A TENTATIVE INDUSTRIAL EDUCATIONAL BILL

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as provided in Section 1, and if any such departments in any district have continued for one year or more, the number of pupils therein who have given one-quarter or more of their school time to the pursuit of the subjects taught in such departments, or one-third or more of their school time, should the school day be increased to six hours.

SEC. 6. Upon such department or departments being established, the governing body of such district, or of such consolidated districts, if sufficient funds are not available to cover the first year's expenses of such department, shall, on or before the 15th day of August following, call an election in the same manner as other elections for voting a district school tax, to vote a tax sufficient for the erection of buildings, for the equipment and the maintenance of such department or departments in said district or such consolidated districts. All proceedings for said election and for levying and collecting such tax shall be the same as is provided for the collection of a special district school tax.

SEC. 7. It shall be the duty of the state controller annually (as provided in Section 1760 of the Political Code), between the tenth day of August and the first day of September to certify to the state board of equalization the amount of money that shall be levied for the support of mechanical arts, technical, vocational, industrial trades, agricultural or horticultural training in the elementary and secondary schools. The basis of determining said amount shall be as follows:—

I. For each district that has, during the preceding school year, established and maintained, for the first time, any department or departments, as provided in this article, the sum of \$50.00 for each pupil who shall have devoted at least one-quarter of his school time, or one-third of his school time should the school day be increased to six hours, in average daily attendance to work in the mechanical arts, technical and industrial trade, agricultural or horticultural departments so established and maintained in such district or consolidated districts.

II. For all other districts or consolidated districts that have one or more departments, as provided in this article, \$25.00 for each pupil who shall have devoted at least one-third of his time in average daily attendance to work in any mechanical arts, technical and industrial trades, agricultural or horticultural departments connected therewith.

Said amounts shall be determined upon the statistics relating to such departments as certified to the controller by the superintendent of public instruction.

The foregoing amounts are to be appropriated in addition to such other amounts as may be otherwise authorized by law.

SEC. 8. The state board of equalization at the time it annually determines and fixes the rate of state taxes to be collected, must determine the levy for the State Industrial School Fund which is to be used to support the mechanical arts, technical and industrial trades, agricultural

and horticultural departments of the elementary and secondary schools in conformity with the provisions of this act.

SEC. 9. The money collected as provided in this article after deducting the proportionate share of expenses of collecting the same to which other taxes are subject, must be paid into the state treasury and segregated into a separate fund, hereby created, to be called "the state industrial school fund."

SEC. 10. The sum of fifty dollars per pupil apportioned for the first year may, in the discretion of the school trustees, be used toward the purchase of equipment for said mechanical, technical, industrial and agricultural departments. Thereafter, the sum of \$25.00 per pupil per year shall be apportioned to said schools for every pupil devoting at least one-third of his school time to work in the mechanical, technical, industrial or agricultural departments, which sum shall be used solely in the payment of salaries for instructors in such departments.

SEC. 11. The money paid into the State Industrial School Fund is hereby appropriated to the use and support of regularly established mechanical, technical, vocational, industrial or agricultural departments of the elementary and secondary schools and is exempt from the provisions of part 3, title 1, chapter 3, article 18, of this code, relating to the State Board of Examiners. The money in said State Industrial School Fund shall be apportioned to the elementary and secondary schools which shall have mechanical arts, technical, vocational, industrial trades, or agricultural or horticultural departments by the state superintendent of public instruction in the following manner: he shall apportion one-third of the annual amount equally among the elementary and secondary schools of the state which shall have departments in mechanical arts, technical, vocational or industrial or agricultural training; the remaining two-thirds of the annual amount he shall apportion among such schools pro rata upon the basis of average daily attendance in such mechanical, technical, vocational, industrial trades, agricultural or horticultural departments as shown by the official reports of the superintendent of schools of any county or city and county for the last preceding school quarter; provided, that such pupils shall have devoted at least one-quarter of their school time or one-third of their school time, should the school day be increased to six hours, in attendance upon such mechanical arts, technical, vocational, industrial trades, agricultural or horticultural departments; and provided further, that double the amount shall be apportioned to such schools as shall for the first year be entitled to state aid from the State Industrial School Fund. Upon making such apportionments the superintendent of public instruction shall draw his warrant upon the state controller for the amount apportioned to each said school, in favor of the treasurer of the county, or city and county whose superintendent of schools has jurisdiction over said schools.

SEC. 12. The state controller must keep a separate account of the State Industrial School Fund and must on the first Monday in January and on the first Monday in July of every year report to the superintendent of public instruction a statement of all moneys belonging to the said fund. He must draw his warrant on the state treasurer in favor of the treasurer of any county or city and county whenever such treasurer presents, with his endorsement, an order drawn by the superintendent of public instruction against the State Industrial Fund, and the state treasurer is hereby authorized to pay the same.

SEC. 13. All moneys apportioned to any elementary or secondary school under the provisions of this article shall be kept by the county treasurer, receiving the same in the special fund of the elementary or secondary school district to which the same is apportioned. These said funds shall be paid out upon the order of the governing body of the district the same as other funds of the district for similar purposes. The money apportioned to any such elementary or secondary school from the state school fund shall be used only for the payment of teachers' salaries in such departments except for the first year of the establishment of said mechanical arts, technical, vocational, industrial trades, agricultural or horticultural departments, when the money may be used in part or in whole toward the purchase of equipment for said departments.

SEC. 14. On or before the 1st day of August in each year, the superintendent of public instruction shall certify to the state controller the name of each school district, and the county in which the same is situate, that has established any department, or departments under the provisions of this article, and is entitled to receive its share of the State Industrial School Fund as provided in this article.

SEC. 15. If the superintendent of public instruction shall withhold or refuse to include in such school district or consolidated districts that has theretofore maintained any such department or departments of instruction in agriculture or the industrial arts, the facts and reasons therefor shall at the time of delivering said certificate to the State Controller be reported by the superintendent of public instruction to the State Board of Education, who shall thirty days before the time fixed for the next apportionment of the industrial school fund either affirm or reverse the action of the superintendent of public instruction thereon and its decision shall be final.

Pending the action of the State Board of Education the amount withheld from said district shall be kept separate and apart from other funds.

SEC. 16. The superintendent of public instruction is empowered to appoint a competent deputy in his office who shall be known as supervisor of industrial schools which office is hereby created and who shall receive an annual salary of \$3,600.

SEC. 17. The duties of the supervisor of industrial schools shall be as follows:

I. To advise with, consult and direct local governing bodies of the districts, consolidated districts or counties and shall visit each district established at least once during the school year and as often as the good of the district may require.

II. To inspect the departments of agricultural or industrial arts in any district or consolidated districts and make recommendations relating thereto as to whether or not such departments should be maintained or discontinued.

III. To keep on file at his office data appertaining to the work of said departments or any of them and to keep on file a list of the governing body of each district or consolidated districts in which any of the said departments provided for in this article shall have been established.

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### SCHOOL FOR BOYS AT THE ILLINOIS STATE FAIR

From September 30th to October 8th, there will be held in connection with the Illinois State Fair at Springfield, Illinois, the first annual session of the Boys' State Fair School. The aim as stated in the circular of announcement is "to offer to a well selected body of young men the means for systematic observation and study, under the direction of competent instructors, of the great agricultural, mechanical, and educational exhibits at the State Fair, and through said agency more fully inform and interest the residents of the respective counties in the resources of Illinois, and the achievements of her citizens as demonstrated by the displays on exhibition." Each county may send two boys, one to represent rural schools, and one city schools.—*Exchange*.

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### EPITOME

In the whorl of the coral shell,  
All the ocean's surge and roar;  
In a grain of glittering sand,  
All the waste and stretch of the shore;  
In the faint blush of the dawn,  
Is the promise of the day;  
All the love-song of a world,  
In a little child at play.

LILIAN E. TALBERT, in *Sunset*.

## THE TEACHERS' AGENCY AND THE TEACHER

A TEST CASE WHICH EVERY TEACHER SHOULD WATCH

FRANK F. BUNKER

Superintendent Berkeley Schools

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THE McNeill Teachers' Agency of Berkeley, on whose letter-heads appear the names of F. P. Davidson and Chas. R. Roberts, has begun a suit against Miss Belva Dix, a teacher in the Berkeley High School, for the collection of a commission on a year's salary, alleging that in her appointment, made in August, 1909, the Agency rendered her valuable service. Miss Dix, though shrinking from the notoriety which the suit brings, feels that the claim is unjust and that it should be contested, first as a matter of principle that an unjust claim should never be paid; and second, that the teachers of the State shall by the suit become somewhat enlightened as to the methods employed by the Agency in such matters.

In brief the facts follow: Miss Dix joined the Agency and signed the usual contract. In August the Agency notified her, along with other teachers, that there was a vacancy in the Department of Mathematics at the Berkeley High School. She called at the Agency in response and was told by Mr. Davidson to wait until he could interview the superintendent relative to the situation. A little later she was informed by Mr. Davidson that a man was needed for the place and that it would be useless for her to apply, although it would do no harm to see the superintendent. She called on the superintendent and was told that a man had been selected for the place and that it would not be worth while to apply. She dismissed the matter from mind, considering the incident closed. At a later time she called on Mrs. Cheney, appointment secretary of the university, to see if she could learn of an opening better than the one she had. In the meantime the superintendent had found that the man to whom the place had been tendered had been elected to a principalship in the State and would not accept. He requested Mrs. Cheney to recommend a candidate. Miss Dix was thereupon sent to the superintendent by Mrs. Cheney, who also conveyed to the superintendent reports which the university examiners had made of her work. Miss Dix shortly received the appointment. As soon as the Agency learned of Miss Dix's appointment they asked her to recommend their candidate to the principal of the school in Lakeport



which she was leaving. This she did, with the result that the Agency candidate received the appointment and the Agency received the full commission on the same.

Four months after the appointment was made the Agency sent Miss Dix a bill for full commission at  $3\frac{1}{2}\%$ , amounting to \$52.50, claiming that they had secured her the appointment, although admitting that they had never placed her name before the superintendent or board, nor had they filed with either, papers relating to her. A second bill was sent on January 4, 1910; a third on January 17th; and a fourth on February 2d.

The entire correspondence, which follows, tells the remainder of the story:

"BERKELEY, CAL., January 4, 1910.

"Dear Miss Dix:

"Since you called in our office the other day regarding the amount of commission due us, we have carefully considered the special conditions of the case. While there are of course some extenuating circumstances, I feel that it would be entirely unjust to our business interests to excuse you from paying this commission. Our service was putting you in touch with one of the best and most remunerative positions in the State. The fact, as admitted, that your personal canvass with Mr. Bunker was ineffectual was certainly not our fault and in so far as the appointment secretary of the University of California is connected with the matter, we should feel far more like excusing you from paying the bill had you gone to her with the direct intention of soliciting her aid.

"We were certainly alive to the situation and the writer of this letter did night work in search for suitable candidates. Our guarantee is to do all in our power to assist a candidate in securing a position. This we did.

"We hope to have your remittance by the 10th of the month. With best wishes, we are,

"Very truly yours,

"MCNEILL TEACHERS' AGENCY,

"By CHAS. R. ROBERTS."

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"BERKELEY, CAL., April 28, 1910.

"Dear Miss Dix:

"After returning from my trip East, I have learned from Mr. Roberts that our claim for services is not yet settled; and further, that you are inclined to question our right to any remuneration. Now, Miss Dix, I have always had the greatest confidence in your rectitude, and I dare say that you must feel as you have expressed yourself. At the same



time, I am sure that on careful consideration you can not help but see the justice in our claim. I am very clearly of the opinion that my notifying you of the fact that at least one teacher in mathematics would be chosen within a few days, must have put you wise to the situation, for I am sure you renewed your efforts immediately; and, while I may not have directly been of service to you through the superintendent of schools, I can not help but feel that your appointment was due to your activity at this time.

"You may recall that I offered you congratulations the next day and that your statement over the telephone was equivalent to an acknowledgment of our service.

"It is my desire to be just in the matter and while I am to leave town again to-morrow, I expect to see the matter settled on my return.

"Very sincerely yours,

"F. P. DAVIDSON."

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"BERKELEY, CAL., May 15, 1910.

"Dear Madam:

"We have received no reply to Mr. Davidson's letter that he recently sent you from this office. It strikes us that the time for courteous treatment and carefulness lest we take extreme measures with some one that really intends to do what is right, has past. Unless you settle this claim in three days we shall put the account with a collection agency. After the bill has once gone into outside hands, you will have to treat with them and we will not consider the bill again, with you. Your bill is \$52.50. If you care to accept the customary rebate for helping to fill a position, which is \$5.00, the amount due us is \$47.50.

"Our office hours are between 7 and 9 in the evening, but the office is open all day for carrying on of such business as this.

"Very truly yours,

"CHAS. R. ROBERTS,

"For McNeill Teachers' Agency."

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"OAKLAND, CAL., May 20, 1910.

"Dear Madam:

"A bill against you of \$47.50 has been placed in my hands for collection by McNeill Teachers' Agency.

"I have to ask that you give the matter immediate attention. If you have any valid reason for not paying this bill, kindly communicate the same to me by return mail. Otherwise, I respectfully urge that you come to my office at once and pay this bill.

"Yours truly,

"H. L. HAGAN,

"Attorney-at-Law."

"OAKLAND, CAL., May 26, 1910.

"Dear Madam:

"Your letter of May 21st, relative to the claim of McNeill Teachers' Agency against you, has been received.

"I have interviewed the manager of the Agency very carefully concerning the facts, which are not materially different from those which you have set out in your letter to me. The material issue is: that you were informed of the position in the Berkeley High School; that you acted upon the information which was furnished you to the extent of going immediately and seeing the superintendent of that school; that you afterwards made further inquiry and sought further recommendations from the University; and finally on the same evening that you secured your position.

"These facts which I have stated briefly are those upon which the Agency bases its claim. I have, therefore, to request again that you attend to payment of this claim promptly. I am instructed to proceed at once, unless you make payment within three days of date hereof, by filing suit and obtaining judgment.

"Yours very truly,

"H. L. HAGAN,  
"Attorney-at-Law."

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"BERKELEY, CAL., June 1, 1910.

"My Dear Miss Dix:

"You have asked me to advise you in the matter of the alleged claim of the McNeill Teachers' Agency against you for alleged services rendered in connection with your appointment to an instructorship in the Berkeley High School. Permit me to say that I have carefully examined the correspondence in the matter and have also interviewed Mr. Charles R. Roberts of the Agency. I find that you and he are in substantial agreement on all material points relating to the facts.

"Cleared of non-essentials, the facts seem to be these: You were registered with the Agency; you and others, also registered, were informed by the Agency of a vacancy; you came to the office of the Agency and was advised by Mr. Davidson to wait until he had interviewed the Berkeley superintendent; he informed you that the superintendent stated that he was desirous of securing a man for the place and that he already had a man in view for the same. Mr. Davidson did not mention your name to the superintendent, neither did he submit any papers concerning you. Mr. Davidson advised you that it would do you no good to see the Superintendent, although on the other hand it could do no harm; you thereupon decided to call on the Superintendent and did so, and were told by him that the place was closed and that a man

had been determined upon for recommendation to the Board; you thereupon left, considering the incident closed. At a later time you called on Mrs. Cheney, Appointment Secretary of the University, with whom you had already discussed the matter of vacancies. While in her office she received a telephone call from the superintendent to the effect that he had been disappointed in securing the man he had in mind, and asking her to recommend a strong woman. Mrs. Cheney thereupon recommended you for the place. Later you were elected on the statements which Mrs. Cheney made about you.

"I beg to advise you that, in my judgment, your responsibility to the McNeill Teachers' Agency ceased when you were informed by Mr. Davidson of the Agency, later confirmed by the superintendent, that it was not worth while for you to apply. The chain of incidents started by Mrs. Cheney, I would consider, as a distinct series and without relation whatever to anything connected with the Agency. I fail to see, therefore, that the Agency rendered you any service, and strongly advise you to contest the claim. In this conclusion I am supported by several business men and a lawyer friend with whom I have discussed the matter.

"If the Agency persists in carrying into effect its threat to bring suit against you, I earnestly advise that the facts, together with the entire correspondence, be laid before the teaching body of the State that the teachers may judge for themselves whether the alleged claim be well founded. I advise this because I feel that this situation raises questions concerning the relation between teachers and agencies which would be cleared up through the discussion which would follow the publishing of this correspondence, and that you owe it, both to the profession and also to the agencies, to permit the same to go before the people. If you are willing, kindly inform me and I shall take such steps as are necessary to secure an exhaustive public discussion of the whole matter.

"I am sending a copy of this letter to the McNeill Teachers' Agency, in order that its manager may be fully informed of my advice to you.

"Very truly yours,

"Dictated.

FRANK F. BUNKER,  
"Superintendent of Schools."

"Mr. F. F. Bunker,

BERKELEY, CAL., June 4, 1910.

"Supt. of Schools, Berkeley, Calif.

"Dear Sir: Your letter of June 2d relative to our claim against Miss Belva Dix, enclosing a copy of the correspondence to Miss Dix, has been received.

"I desire to say that you omitted to tell Miss Dix of the offer of

compromise which I made, namely to refer the whole matter to one of the leading professors of the University for his judgment and opinion, it being understood that if that professor did not believe we had a just claim, or believed that our charges were too great we would abide by his decision. I believe in fairness to us that you should have mentioned the matter to Miss Dix. It is our desire to be perfectly fair with all the teachers or candidates with whom we have come in touch.

"I refer you again to our attorney, Mr. H. L. Hagan, 957 Broadway, Oakland, to whom you should direct further communication in the matter as we are leaving the matter entirely in his hands.

"Trusting that Miss Dix will see her mistake in refusing to pay this claim and will settle the matter up, I am,

"Yours very truly,

"CHAS. R. ROBERTS.

"For the McNeill Teachers' Agency.

"A copy of this communication has been sent to Miss Dix."

---

BERKELEY, CAL., June 4, 1910.

"Dear Mr. Bunker:

"Your letter containing your advice to me relative to the claim of the McNeill Teachers' Agency has been received.

"I dislike to have my name come before the public, yet if in your judgment you think it wise to use the correspondence and facts together with my name in a public discussion of this matter, I give my permission.

"I will leave this whole trouble with the agency in your hands, if in so doing I am not imposing too much upon your kindness. I give you full power to take any steps you think best yourself or I will take any that you advise.

"Very truly yours,

"BELVA DIX."

---

OAKLAND, CAL., June 8, 1910.

"Dear Miss Dix:

"I beg to refer again to the claim of McNeill Teachers' Agency against you.

"Permit me to state that I received the correspondence by Mr. F. F. Bunker, City Superintendent of Schools, to the McNeill Teachers' Agency in your behalf, and have examined the same carefully. It is needless to say that we believe Mr. Bunker is entirely wrong in the view which he takes of the matter. The Agency rests its claim solely upon the ground that it has a sound moral as well as a legal right to the compensation which it claims for services rendered.

"If you have not changed your attitude regarding payment, the claim will have to be decided in the usual way. We shall, therefore, proceed by filing suit unless settlement is made on or before June 11, 1910.

"We deem it proper in justice to you, knowing the adverse advice which you have received, to send this last communication, before taking this final step.

"Yours very truly,

"Copy to

H. L. HAGAN,

"Mr. F. F. Bunker,

"Attorney at Law."

"Superintendent of Schools,

"Berkeley, Calif."

---

"OAKLAND, June 15, 1910.

"Dear Mr. Bunker:

"Just before leaving San Jose yesterday, I received the enclosed communication from H. L. Hagan, which had been forwarded me from Berkeley. I have made no reply and will not to any letters without your advice or that of the lawyers'.

"I can not express my gratitude to you for the interest you have taken in this matter, but I may show it by added loyalty to you—if such a thing be possible—and by zeal in my work.

"Sincerely,

"BELVA DIX."

---

On August 18th, suit was begun against Miss Dix in the name of Charles R. Roberts. Miss Dix has retained the legal firm of Nichols & Elston and will contest the claim.

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#### A QUESTION

He is the dearest little tyke of five that ever worried a doting mother. And, more than anything else, his clinging to certain baby forms of speech keeps her correctively busy.

He insists, for example, in speaking of his feet as his "foots." The very last time he did this his mother spoke reprovingly to him.

"Robert," she said, "I've told you time and time again not to say 'foots.' You have one foot and two feet. Now, remember that!"

"Yes, mamma," he answered, most docile. "But which is the foot?"

And what could the poor mother do?

—*San Francisco Chronicle.*

## REPORT OF COMMITTEE ON BETTER TENURE

Your Committee on Better Tenure would recommend that this council approve the elimination of that portion of Subdivision 7, Section 1617, of the Political Code of California, reading as follows: "Provided, that no board of trustees shall enter into any contract with such employees to extend beyond the thirtieth day of June next ensuing."

We submit the following as a substitute: . . . . . Provided, that after two years of probationary service all teachers shall be considered as on indefinite tenure, and such teachers shall not be dismissed except for statutory causes, except at the close of the school year, and then only by written notice, served by the Board of Education, or Board of School Trustees, on or before the first day of June. Unless such notice is so served the teacher shall be considered as retained for the ensuing school year. For the sufficiency of the reasons for dismissal, the Board of Education or the Board of School Trustees shall be the sole judge. Each teacher not so notified must notify the school authorities in writing not later than the first day of July of intention on his or her part to terminate the contract, or it shall be considered binding on both sides and can be terminated thereafter, during the school year, only by mutual agreement.

W. M. MACKAY, Chairman.  
WILL C. WOOD.  
MRS. CLARA M. PARTRIDGE.

J. H. FRANCIS.  
MRS. N. E. DAVIDSON.  
DELIA D. FISH.

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## REPORT OF COMMITTEE ON COURSE OF STUDY

The Committee on the Course of Study submits the following report:

In the opinion of the committee any contemplated readjustment of the course of study of the school system of California must take account of two demands which are being insistently urged upon the attention of the leaders in education the country over. These have to do with civic and moral training on the one hand and with industrial training on the other. The committee, therefore, recommends that the investigation of the course of study be directed along these two lines and proposes the following method of procedure:

That two committees of the council, one designated as the Committee on Civic and Moral Training, the other as the Committee on Industrial Training, consisting each of three or more specially qualified persons, be appointed by the chairman of the Committee on Course of Study, with power to appoint additional members and sub-committees as they shall see fit, whose duty it shall be to investigate and consider the questions appropriate to their respective fields and to report to the council practical recommendations for such changes in the course of study as shall in their opinion best satisfy the demands being made for more efficient public training in these two directions.

That the Committee on Civic and Moral Training be invited to consider the advisability of having two sub-committees, one dealing with

the topic as applied to elementary schools, the other as applied to high schools.

That the attention of the same committee be respectfully directed to the following questions, together with any that may occur to them:

(1) Shall Civics be taught separate from or together with History, and in either case what amount of time shall be given to it and what form shall it take?

(2) Shall Elementary Economics be taught in the schools and, if so, what amount of time shall it have and what form shall it take?

(3) Shall Ethics, as such, be taught separately in the schools, and, if so, what amount of time shall it have and in what form shall it be given?

(4) Shall Humane Education be taught in the schools, and, if so, as a separate topic or as a part of other subjects, and in what form?

(5) Can Biography be made a greater aid to moral and civic training, and, if so, in what form?

(6) What practical recommendations can be made in order that the ethical values in the several traditional branches of the curriculum may be better realized?

(7) Is self-government desirable and feasible in the schools, and, if so, what form shall it take?

(8) Is it possible for the schools to co-operate with religious organizations, public playgrounds, boys' clubs, the Boy Scouts of America, and similar voluntary organizations in the furtherance of moral and civic training?

(9) What inter-relations, if any, exist between health and development work in the schools, and moral and civic training?

(10) What practicable methods are to be recommended for the co-operation of the school and the home?

(11) What causes, if any, are there in the present organization of the public schools working against moral and civic training, and how can they be eradicated?

(12) How can the discipline of the schools be made to serve the purposes of civic and moral training?

(13) What are the advantages and disadvantages to moral education of the so-called "Group Method" of instruction?

(14) To what extent shall the school, the high school especially, make use of athletic and social activities in the moral training of students?

That the Committee on Industrial Training be respectfully invited to consider the following topics, among others, and the advisability of having a sub-committee for each:

(1) On the Trades and Occupations of California, their relative importance in the different parts of the State, the nature of the work, the need and kind of preparation for each, and especially the conditions

of entrance to them, as a necessary basis for any intelligent plan for the introduction of industrial studies in the public schools of the State.

(2) On Elimination from and Retardation of Pupils in the Schools of California—as a basis for a proper adjustment of industrial work to the several ages and the several economic groups in the school population.

(3) On Industrial Training in the first six grades.

(4) On Intermediate Industrial Training, providing for the needs of the following unlike groups: boys contemplating the high school; girls contemplating the high school; boys who must undertake self-support at the end of the grammar school or soon after; girls who must undertake self-support at the end of the grammar school or soon after.

(5) On Industrial Training in the smaller high schools.

(6) On Industrial Training in the larger high schools.

(7) On Public Trade Schools.

(8) On Evening Industrial Training.

(9) On Vocational Work in the College and College Entrance Requirements.

(10) On Industrial Training for Teachers.

That the two committees be instructed to report progress at each meeting of the council.

E. P. CUBBERLEY, Chairman.	JAS. B. DAVIDSON.
E. MORRIS COX.	A. L. HAMILTON.
MARGARET HANSON.	J. D. GRAHAM.

#### REPORT OF COMMITTEE ON CODIFICATION OF SCHOOL LAWS

Your Committee on Codification of School Laws, having made a general investigation of the work, is persuaded that the only practicable method of securing a proper codification of the State School Law is through co-operation with State Code Commissioner Wylie.

We therefore report progress and request further time.

MARK KEPPEL, Chairman.	A. S. MCPHERRON.
MORRIS E. DAILEY.	DUNCAN STIRLING.
ROSE HARDENBURG.	J. A. CRANSTON.

#### TO A CERTAIN SWEET EXTENT

"Do you wholly trust me, darling?" murmured the young man to the fair creature who was sitting beside him on the front seat of the trolley car.

"I do to a certain extent," she responded after a little hitch of hesitation.

"What extent?" he asked, anxiously.

"Why," she explained, "I would trust you to the extent of not being afraid of there being any poison in a box of candy you might send me by mail."



## In Memoriam

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P. W. Kauffman

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AT a meeting of the California Council of Education held in San Francisco on October 1, 1910, the first order of the day was the appointment of a committee to draft a memorial resolution concerning P. W. Kauffman, who was at the time of his death a member of the Council. The committee, composed of J. H. Francis, Anna M. Wiebalk and C. L. McLane, later in the day reported the following resolution, which was adopted by a rising vote:

*"Resolved, That in the death of P. W. Kauffman the State of California loses a scholar, an educator, and a man; and the public schools of the State, an earnest, loyal, constant and powerful friend.*

*"He was careful, courageous and conscientious; conservative, progressive and sane. Impersonal in all his dealings with educational problems, he possessed great kindness of heart. He was a true and unwavering friend, greatly loved and admired by those fortunate enough to know him. His contributions to the cause of education shall be his monument, and none of us could wish a better.*

*"While we regret that he has seemingly gone from us, yet we recognize his influence here to-day; and this shall inspire us to rededicate our lives to the cause for which he worked so long and so effectively.*

*"Mr. Kauffman has left a host of friends, many of them unknown to him, and a large and beautiful family. To the latter we extend our most sincere and deepest sympathy, and with them and with all of his friends we rejoice in his work and achievements."*

---

*"There is no Death! What seems so is transition;  
This life of mortal breath  
Is but a suburb of the life elysian,  
Whose portal we call Death."*

## PERTINENT PARAGRAPHS FROM OUR EXCHANGES

### AN IMPORTANT SCIENTIFIC DISCOVERY

Teachers of physics who noticed the newspaper accounts of a very important discovery by Professor Millikan, one of the authors of a textbook on physics very generally used in California high schools, will be interested in the following official statement from the University of Chicago concerning the discovery:

"A highly important discovery in the 'fundamentals' of electrical science has just been announced by Dr. Robert A. Millikan, Associate Professor of Physics at the University of Chicago. Briefly, the achievement consists in the isolation, for the first time in the history of the science, of an individual, atmospheric ion—an electrically charged molecule of air—holding it under observation for an indefinite length of time, and making a direct study of its properties. As an immediate result, Professor Millikan has:

"1. Shown that all electrical charges are exact multiples of one definite invariable electrical quantity—thus confirming the theory of Berzelius that an electrical charge has a definite granular structure.

"2. Found the exact value of this ultimate electrical charge—perhaps the most fundamental of all physical constants.

"3. Produced new and convincing evidence of the correctness of the kinetic theory of matter, by successfully measuring the order of magnitude of the kinetic energy of the ion, and finding it to agree with the computations based on the kinetic theory.

"4. Proved that although the majority of atmospheric ions of both signs carry one single elementary electrical charge, ions carrying charges which are exact multiples of the elementary charge are sometimes found.

"These facts, now proved, have hitherto appeared incapable of exact demonstration, and accordingly investigators may be said to have been handicapped for lack of the necessary certainty. Professor Millikan's success is regarded as a notable achievement which adds incalculably to science. Although, in reply to any questions as to what *practical* results are to come from the discovery, it must be admitted that no immediate applications suggest themselves, it is obviously one of those fundamental investigations which increase our knowledge, and hence must ultimately directly or indirectly increase our ability to control and turn to our own uses the natural forces surrounding us."

### SCHOOLS AS AN INVESTMENT

It is not easy for taxpayers to realize that the money put into the education of the common people comes back in increased tax-paying within fifteen years and continues as a permanent income. A child who gets little out of the public schools will pay little or no tax through life, and will be liable to make a personal draft on the taxpayers as a pauper, criminal, or weakling.

The more a child gets out of the public schools the more tax will he pay and the less liability is there that he will be a burden upon the taxpayers. When all exceptions are eliminated, the fact stands that the tax-paying of the ordinary man is largely in proportion, directly and indirectly, to what is given him in the elementary school and to what he gets out of it.—*Boston Herald*.

---

### FITTING FOR COLLEGE

Some educators make a strange distinction between fitting for college and fitting for life, as if one fitting were incompatible with the other. Better not fit for college at all if that fitting unfits for life, present or prospective.—*W. H. Venable*.

---

### A MODEL COMMUNITY CENTER AND SCHOOL

At the meeting of the Country Life Commission of the State of Washington on November 14th, plans will be presented for a model community center and consolidated country school to be established near Spokane in 1911. The area of the school district is to be thirty-six square miles and the grounds for the center and school are to cover ten acres. In addition to the school building there will be a large community hall, residence for the principal and supervisor, athletic field and playgrounds, agricultural plots, and surrounding and bisecting the tract will be model roads.

The course of study will emphasize agriculture, manual training, and domestic science; that is, it will seek to give the students a knowledge of things which will have a direct bearing on their actual needs in life.

The establishment of this center as proposed is to be preliminary to a nation-wide movement for the educational and social betterment of rural communities.—*Exchange*.

# Gleanings

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## ELEMENTARY AND HIGH SCHOOLS

At a meeting of the California Council of Education in San Francisco on October 1st, the following members were present: Duncan MacKinnon, Mark Keppel, J. H. Francis, A. S. McPherron, Helen E. Matthewson, Ednah A. Rich, J. D. Graham, F. W. Conrad, Hugh J. Baldwin, C. L. McLane, E. W. Lindsay, Mrs. N. E. Davidson, Margaret Hanson, Alfred Roncovieri, J. W. Linscott, Alexis F. Lange, Morris E. Dailey, Ellwood P. Cubberley, Jas. A. Barr, Anna M. Wiebalk, Will C. Wood, Mrs. Clara M. Partridge, Duncan Stirling, E. Morris Cox, L. E. Armstrong, G. W. Moore, Delia D. Fish, and W. M. Mackay. The Southern California Teachers' Association had appointed Supt. J. D. Graham of Long Beach to fill the vacancy caused by Dr. E. C. Moore's removal from the State, and Supt. F. W. Conrad of San Bernardino to the place of P. W. Kauffman, deceased. The Central California Teachers' Association had named Mrs. N. E. Davidson, superintendent of Kings county, in place of H. Rode, who has left school work to enter business. There were only four members absent: A. L. Hamilton, J. A. Cranston, Rose Hardenburg, and Jas. B. Davidson. Such a full attendance speaks well for the Council.

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Jean M. Hahn, formerly supervising principal of the Nevada City schools has accepted the principalship of the McGill School, Nevada.

---

The Anaheim Union high school has introduced complete courses in Manual Training and Domestic Science, and has greatly strengthened the Commercial department. A new gymnasium is now under construction.

---

E. E. Brownell, principal of the Gilroy high school, has resigned. He has secured the Republican nomination for county superintendent of schools. The Gilroy school department is now in charge of Walter O. Smith, formerly of the Mission High School, San Francisco.

---

The A. H. Andrews Company have moved their offices from the Pacific Building to 673-681 Mission street, San Francisco. In the new quarters the company now has a fine large stock of school furniture, opera chairs, and metal furniture, thereby insuring prompt filling of all orders. A cordial invitation is extended by this well known firm to teachers, superintendents and trustees to visit the store and look over the stock.

---

F. M. Buzick, head of the commercial department of the Mission high school, has resigned in order to accept a similar position in the Gilroy high.

The Modoc county institute was held at the fine new high school building at Alturas, October 18th to 20th. Miss Eva Spargur, the county superintendent, had made a program calling for considerable work from the teachers of the county. Supt. Mark Keppel and Dept. Supt. E. Morris Cox were the outside instructors.

---

Leonard Frey, formerly of Occidental College, Los Angeles, is teaching Modern Languages in the Dinuba high school.

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The following counties will hold their institutes in connection with the meeting of the California Teachers' Association in Berkeley, December 27th to 30th: San Francisco, Alameda, Contra Costa, Solano and San Joaquin. It is probable that two or more counties may join.

---

A. C. Shepard of Santa Maria, is teaching Chemistry and Physics in the Santa Ana high school.

---

The Napa county institute was held at Napa October 10th to 12th. True to tradition, Supt. Lena A. Jackson had arranged with the weather man for a refreshing rain. The program was singularly rich and attractive. The instructors were Supt. Edward Hyatt, Rev. C. R. Brown, Dr. R. G. Boone, Prof. E. B. Babcock, Dr. Margaret E. Schallenberger, Mrs. Edna Orr James, Gen. C. A. Woodruff and P. F. Jernegan. A very pleasing innovation was the serving of light refreshments at the afternoon recess on Tuesday, while a good orchestra discoursed sweet music. This plan certainly develops a spirit of friendliness among teachers and all stiffness and self-consciousness disappear as by magic.

---

C. Bertels, formerly of the Philippine Islands, is now the principal of the Downey high school.

---

The Humboldt county institute was held at Eureka September 12th to 15th. Supt. Geo. Underwood called his institute for county fair week so that the teachers might have a good opportunity to learn at first hand the productions of the county. The instructors were Supt. Mark Keppel, Supt. Edward Hyatt, Mrs. Edward Hyatt, Miss Ednah A. Rich and Prof. W. D. Halle.

---

M. M. Van Matre, head of the Commercial Department of the San Jose high school, has resigned to accept a similar position in the Santa Maria high school. His place in San Jose has been filled by the election of R. R. Stuart, of the Vancouver (Wash.) high school.

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San Diego has rapidly developed one of the best school systems on the Coast. The record of growth is remarkable. In September, 1906, there was a total enrollment of 2,712 in kindergartens, grammar schools and high school. In September, 1910, there was an enrollment of 5,296 under the direction of a teaching body of 172, as against 102 in 1906. During these four years San Diego has spent more than a half million dollars for new buildings, sites and play-grounds. Her new high school is probably the most finely appointed high school in California. The course of study has been thoroughly reorganized in the light of advanced beliefs and real educational needs. If the general growth and improvement of San Diego is fairly reflected in her school system, she can have a world's fair of her own in another decade.

---

S. P. Maybach has been elected to a position as Science teacher in the Mission high school, San Francisco.

---

E. B. Wellons, who taught last year at Brawley, has accepted the principalship of the Gonzales high school, vice Lewis Britton, who resigned to accept a position as teacher of history in the Stockton high school.

---

Fred Clark, a graduate of the San Jose Normal, has accepted the principalship of the Halfmoon Bay grammar school, vice J. E. Wall, resigned. Mr. Wall will be in charge of the Biggs, Butte county grammar school this year.

---

A meeting of the Scholia Club was held at the Mint Restaurant in San Francisco on the evening of September 24th. The topic of the evening was, "English Literature in the High School." Allison Ware presented a report outlining a course for the four years' work. It was much simpler and far broader than that now given in most of our high schools. After discussion a committee was appointed to draft a more complete report and present it at the next meeting. The names of the committee follow: Dr. Oliver P. Jenkins, chairman; Allison Ware, L. E. Armstrong, E. Morris Cox, Frank F. Bunker, Will C. Wood, Thos. L. Heaton, W. T. Helms and Jas. B. Davidson.

---

F. E. Howard, Nevada, has accepted the principalship of the Bishop high school.

---

Supt. Darke held the San Luis Obispo institute at San Luis Obispo, October 3d to 6th. Special attention was given to health work and industrial training. The instructors were Supt. Mark Keppel, Arthur H. Chamberlain and Dr. Raymond Russ.

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Say you saw it in the Sierra Educational News



At the meeting of the California Council of Education in San Francisco on October 1st, the action of the executive committee in asking the State Board of Education last June to designate the SIERRA EDUCATIONAL NEWS as the official organ of the department of public instruction was unanimously approved, and the executive committee was instructed to renew its efforts to this end.

---

The regular quarterly meeting of the California Schoolmasters' Club was held at the Tait-Zinkand Restaurant in San Francisco on the evening of October 8th. Mr. Geo. E. Crothers, a regent of Stanford University, presided and introduced the speakers with apt remarks. Addresses were given by Dr. A. F. Lange on "The Junior College in Connection With Our High Schools"; by Supt. Frank F. Bunker on "The Intermediate High School"; and by Prof. R. C. Bentley on "The High School and the Individual." Prof. E. P. Cubberley closed the evening with a short address reviewing some of the steps that have been taken to secure a better understanding between high schools and universities in California. We would suggest to the program committee not to make the program quite so long next time. Too many speakers mean that no man will have a chance to develop his argument as he should. It is seldom wise to put on more than two speakers in an evening.

---

W. W. Mower of Nebraska, has accepted the principalship of the new high school at Hughson, Stanislaus county.

---

The San Mateo county institute was held at Redwood City October 3d to 5th. Supt. Roy W. Cloud put a good program through with neatness and dispatch. The instructors were D. R. Jones, James Edwin Addicott, Miss Ednah A. Rich, Dr. Charles R. Brown and Supt. Edward Hyatt. The program leaned strongly toward industrial education.

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Robert Mantz, ex-Dean of California College, East Oakland, is at the head of the Mathematics Department of Reid's School, Belmont.

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The Siskiyou county institute met at Yreka on September 10th for a three days' session. Mrs. Effie Persons Wood, the county superintendent of schools, had secured as instructors Dr. David P. Barrows, Dr. W. F. Snow, Dept. Supt. E. Morris Cox, Miss Ida M. Fisher and Mrs. Nettie S. Gaines. The institute program was tastily dressed, the design for the outside front cover being drawn by a girl in the Yreka grammar school. Please take notice—the idea is worth while.

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Supt. J. H. Francis of Los Angeles, has arranged several courses of lectures that will prove of much benefit to the teachers of Los Angeles. One lecture in each course is given each week, and the teachers may select those courses which most appeal to them. The work is entirely optional. There is one course for women teachers by a woman physician, Dr. Laura Bennett, specially treating physiological functions. Stephen I. Miller gives a course on Economic Interpretation of History; Dr. N. L. Gardner on Seventh and Eighth Grade Agriculture; Miss Ida Leonard on Education of the Voice; Mrs. Gertrude B. Parsons on Interpretation and Appreciation of Music; Prof. Rockwell D. Hunt on Early California History; J. M. Guinn on Local History; Dr. Valentine Buehner on Elementary German; Dr. Albert E. Wilson on Advanced German; Dr. Beckman on Elementary Spanish; and Supt. J. H. Francis on School Administration.

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#### UNIVERSITIES AND COLLEGES

Dr. Benj. Ide Wheeler returned recently from Mexico City, where he represented the University of California at the inaugural exercises of the University of Mexico. President Wheeler gave out the following brief account of his trip:

"I arrived in Mexico City about half past two on the morning of Wednesday, September 14th, being about seven hours late, thanks to the tremendous crowd flocking to the celebration and to the train running off the track once. I was just in time for the great festival. Processions, pageants, assemblies and dinners followed each other in rapid succession, on the fourteenth, fifteenth and sixteenth. September the fifteenth was the President's birthday and the sixteenth was the anniversary of Mexico's independence, corresponding to our Fourth of July. On the twenty-second the National University was formally opened. California had the position of sponsorship as the next of kin. It was really very touching to see a great nation turning its face toward us as the people most likely to understand it and appreciate its endeavors. Mexico is really our near neighbor, but four days' railway travel, three of them through parching heat, and hit-or-miss cooking, made it seem a little remote until the warmth of the Mexican reception came to cheer us. The Mexicans are a delightful people, charmingly courteous and hospitable, and down through all classes of the population quiet and refined beyond any measure I had contemplated. I took great delight in observing the habits and temperament of the Indian population, which is really the solid basis of the nation. President Diaz went through the tremendous strain of the ten days' celebration apparently without weariness. He is a wonderful man."

## Fifty-five New Teachers

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Fifty-five of our pupils were successful in securing Grammar School Certificates as a result of the mid-summer examinations. They are now teachers and we shall appreciate any courtesies extended to them by the experienced teachers of the state.

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Say you saw it in the Sierra Educational News.

Over fifty new students were enrolled at Mills College this year. Other colleges represented in the enrollment are the Western College, Stanford, Willamette University of Oregon, Oregon State University, University of California, Havergal College, Wellesley College, University of the Pacific, and Kobe College, Japan.

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The staging of the Hans Sachs Plays at the Greek Theater September 5th, was a novelty, it being the first time painted scenery was introduced on the stage. The work was under the direction of Frederick H. Meyer of the California School of Arts and Crafts, the scenic painting and the decorations being the work of the pupils of that school. Professor Armes of the University made special mention to his class of the fact that the stage setting on this occasion was the most artistic of any ever presented at the Greek Theater.

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The freshman class of the University of Southern California is the largest in its history. In the College of Liberal Arts nearly 225 had registered before the first week closed, the total for the College being over 500. Indications are that the grand total of 1,600 in all departments last year will be quickly surpassed this year.

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Alfred H. Brown of New York, recently delivered two lectures at Mills College on "The Master Builder," and "The Ethics of the Modern Drama." On October 12th, Mrs. Newell M. Hayden presented "If I Were King." Miss Bradley of the faculty is planning to give Maeterlinck's "The Blue Bird" soon. On October 20th, Chas. D. Kellogg gave a remarkably good illustrated lecture on "Birds" at Lisser Hall. Mr. Kellogg showed a remarkable power of singing like a bird.

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Dr. Alexis F. Lange was recently made Dean of the Faculties at the University of California, and Dr. David P. Barrows was made Dean of the Graduate College. Truly the department of education is coming to the front. We venture to say that in no other great American university are these two deanships filled by members of the department of education.

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A prominent feature of the work of the College of Liberal Arts at the University of Southern California this year is advanced instruction leading to the M. A. degree and the high school teacher's certificate. In addition to an unusually large number applying for recognition as graduate students, many Los Angeles city teachers are entering for special work. It is now the definite policy of the University to meet fully the growing demand for one year of graduate work, which is more



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strongly organized than ever before. This year it is under the direct supervision of a faculty committee consisting of Professors James H. Hoose, Rockwell D. Hunt, James Main Dixon, Edgar M. von Fingerlin, Thomas B. Stowell, and Gilbert E. Bailey.

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The beautiful little English play, "Ere the King Come," was given by a group of Mills College girls on October 8th. The play has to do with Richard the Lion-hearted, and Queen Elinor. The English atmosphere and phrasing were admirably reproduced by putting the play on in the open under some fine old oak trees near the Campanile. The solemnity of the scenes laid in St. Hilda's Abbey was emphasized by the out door setting.

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Eleven prominent manufacturers of Providence, R. I., have petitioned the school board to establish an industrial course in one of the high schools. They promise to take from two to six boys each as half-time apprentices.

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Shall those school children who are destined to work with their hands be segregated from those who are intended for the professions and given radically different courses of study?

This important question in education will be debated at the meeting of the Wisconsin State Teachers' Association, which will be held at Milwaukee November 3d, 4th and 5th. Professor Monahan will uphold the affirmative and Dr. A. E. Winship, editor of the *Journal of Education*, will support the negative. The same question will be debated by these speakers at St. Joseph, Missouri. Professor Monahan believes that segregation should take place when children reach the fifth grade or sooner.

This Lincoln-Douglas way of enlightening the public on such a vital topic will be sure to attract great interest and will result in much good to the future of education in the United States.

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Agriculture and home economics must be taught in all the elementary and public schools of Louisiana, according to a law passed by the legislature of 1910.

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In view of the fact that less than one per cent of Chicago's grammar school graduates take the present high school course, Supt. Ella Flagg Young and the Board of Education have planned a two-year high school course. Here, students who are unable to spend the time or the money for the regular course, may receive a working knowledge in business training, domestic science and arts and shop work.

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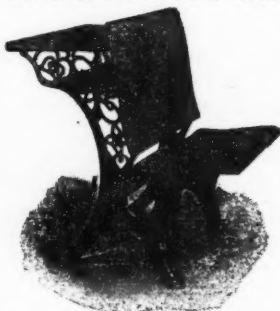
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May you saw it in the Sierra Educational News.



New York has 246 public playgrounds connected with schools, and 27 play-centers in public parks.

Dr. Charles W. Eliot's famous "five-foot shelf of books" was recently discontinued on all the limited trains of the Burlington railroad. The books were tried for a year, but the passengers would not read them. They are evidently too classic for the modern traveler's taste. Passengers repeatedly passed over "the five-foot shelf" to select from the following: "Captains Courageous," "Tvanhoe," Shakespeare, "The Pilot," "The Vicar of Wakefield," and "Treasure Island." It is significant that the greatest call was for "Treasure Island," a boy's book pure and simple. Dr. Eliot may well reflect that many people never grow up, in their reading tastes at least. But there should be a happy medium between "Treasure Island" and the famous "five-foot shelf."

Beginning with 1912, county superintendents in Louisiana are to be appointed for terms of four years by county school boards elected by the people.

Wisconsin University has an arrangement by which all students may have the privileges of medical advice, calls and medicine at the rate of \$1.00 per semester.

The New York University is offering courses in journalism covering news writing, newspaper making, magazines and trade journals, current topics, newspaper practice, editorial writing and criticism, magazine writing and special feature work, advertising. Who says that our universities are not offering useful courses?

Supt. W. H. Elson of Cleveland, has matured a plan that is attracting considerable attention. His scheme is to have forty-eight weeks of school every year, divided into four quarters of twelve weeks each. With four promotions a year, children will be compelled to attend thirty-six weeks but may elect the three quarters as seems best. Teachers will not be required to work more than thirty-six weeks, but may teach forty-eight on regular salary if they so desire. It is doubtful if the plan will succeed even if inaugurated.

The active measures now on foot to induce the New York board of education to include a vocational or employment director in the school system, from the first step in what some day we may hope, will give us a rounded system of vocational training and take away from the public school the stigma of the well-worn but nevertheless well-proved assertion that our schools do not as a whole fit for life and usefulness.



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## Our Book Shelf

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**SOUTHWORTH'S BUILDERS OF OUR COUNTRY.** By G. V. Southworth. Cloth. Book I, 266 pages. Book II, 298 pages. Price, 60 cents each. D. Appleton & Company, 833 Market street, San Francisco.

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These books are clearly in line with the pedagogical conviction that we must approach history through the biographical. Book I treats twenty-four men from Leif the Lucky to Benjamin Franklin, while Book II begins with Patrick Henry and closes with Andrew Carnegie. The books are well adapted to fifth and sixth grade use. They are so well written that they were specially commended in the famous Report of the Committee of Eight on History, appointed by the National Education Association.

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**COLLINS'S PRACTICAL ALGEBRA—FIRST YEAR COURSE.** By Jos. V. Collins, Ph.D., Professor of Mathematics, State Normal School, Stevens Point, Wis. Cloth, 12mo, 301 pages. Price, 85 cents. American Book Company, 565 Market street, San Francisco.

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An extremely simple book for first year courses, omitting everything unessential, and treating everything essential, so that it is not unduly difficult or obscure. It teaches together related processes and topics, provides abundant clear suggestions to the student, and encourages proving and checking results. It correlates algebra with physics, geometry, and other branches of mathematics, and contains a large number of practical and informational exercises and problems.

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**HAWKES, LUBY AND TOUTON'S FIRST COURSE IN ALGEBRA.** By H. E. Hawkes, Ph. D., Asst. Professor of Mathematics in Yale University, and W. A. Luby, A. B., and F. C. Touton, Ph. B., Instructors in Mathematics in Central High School, Kansas City, Missouri. Cloth, 333 pages. Price, \$1. Ginn & Company, 717 Market street, San Francisco.

---

This book is one of the most attractive algebras that has come to our desk. Strange as it may seem, it actually makes algebra look interesting. It has a number of full-page portraits of great mathematicians, with interesting biographical notes appended. The book is simple—it tries not to be hard and abstruse—but there is ample material for a year's work. If algebra must be taught in the first year at high school, we have seen no better book than this for the work. We predict a wide use of this book.

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OTIS'S CALVERT OF MARYLAND. By James Otis. Cloth, 12mo, 166 pages, with illustrations. Price, 35 cents. American Book Company, 565 Market street, San Francisco.

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This story of Lord Baltimore's colony is told in the words of a lad who sailed with the first colonists in the good ship "Ark," and shared their stormy voyage to the new home in Chesapeake Bay. He describes graphically their dramatic journey, their first meeting with the strange brown natives, their explorations and building of a town, and their troubles with Master William Claiborne of Kent Island over boundary claims. In these troubles Calvert himself takes an active part, and is given command of a part of the guard. Nothing of importance in the affairs of the province escapes his notice, and he tells the story of the beginnings of Maryland in a most interesting manner. The book, intended for supplementary reading in the third and fourth years, is attractively illustrated from pen and ink drawings.

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SNEDDEN'S THE PROBLEM OF VOCATIONAL EDUCATION. By David Snedden, Ph. D., Commissioner of Education for Massachusetts. Cloth, 86 pages. Price, 35 cents, postpaid. Houghton Mifflin Co., Boston.

---

Dr. Snedden is so well known in California that this interesting monograph will have a personal appeal in addition to its marked educational value. The author has endeavored to show the need and the manner of "shifting vocational education from the field of industry to the school." This problem of industrial education is attracting more attention to-day than any other, and the author's treatment of its different phases is truly helpful.

---

EARHART'S ART SONGS FOR HIGH SCHOOLS. By Will Earhart, Supervisor of Music, Richmond, Indiana. Cloth, large 8vo, 283 pages. Price, 80 cents. American Book Company, 565 Market street, San Francisco.

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These songs were selected not only for their value in training the pupils in music, but also for their artistic content. As a result, they will stimulate the imagination and quicken the desire for a closer acquaintance with what is best in music. At the same time they are carefully graded and well suited to school purposes. The collection includes both old favorites of high grade, and many new compositions adapted to choral singing. Besides non-sectarian hymns, and patriotic songs, there are many songs for particular occasions and seasons, as well as numerous chorus numbers of a general nature.

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ALLISON'S THE TEACHERS' ROBINSON CRUSOE. By Samuel B. Allison, Ph. D., Principal of the Walsh School, Chicago. Cloth, 200 pages. Price, 50 cents. Educational Publishing Co., 717 Market street, San Francisco.

---

The author calls his book "A Manual for Primary Teachers." The number of uses to which this old-time favorite of childhood has been put is astonishing. The author has really made it the organizing center for a year's work. The plan includes oral and written language, nature study, social and industrial history, ethics, drawing and the manual arts. The story-preparation is singularly suggestive. Every second-grade teacher should handle "Robinson Crusoe," and every teacher doing so will find this book remarkably suggestive and helpful.

---

COULTER'S A TEXTBOOK OF BOTANY. By John M. Coulter, A. M., Ph. D., Head of Department of Botany, University of Chicago. Cloth, 365 pages. Price, \$1.25. D. Appleton & Company, 833 Market street, San Francisco.

---

This is a scholarly, well-written text for high school use. The author knows his subject thoroughly. The book is full of clear-cut, helpful illustrations. The author has carried his treatment over into the practical at many points, showing the relation of botany to soils and soil-preparation. Teachers will find the book a real storehouse of botanical knowledge set forth in simple language.

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#### NOT A PART OF IT

The new five-volume edition of Joaquin Miller's poems just issued by the Whitaker & Ray-Wiggin Co. of San Francisco, recalls to mind an amusing anecdote of the author. The "Poet of the Sierras" has always abided by the costume of his early days and his tall figure in corduroys and high top boots is not an unfamiliar sight in the streets of San Francisco. It so happened that the poet was crossing the bay on the ferry on the same day that W. F. Cody and his famous show arrived in the city. An elderly lady who had been gazing for some moments at the unconventional figure in high boots and with long beard finally stepped up to Mr. Miller and said timidly:

"Excuse me, but are you part of the show?"

The poet rose haughtily.

"Hell, no, madam. I'm the *whole* show."

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